



Title III Accountability and Administration

Annual Measurable Achievement Objectives (AMAO)



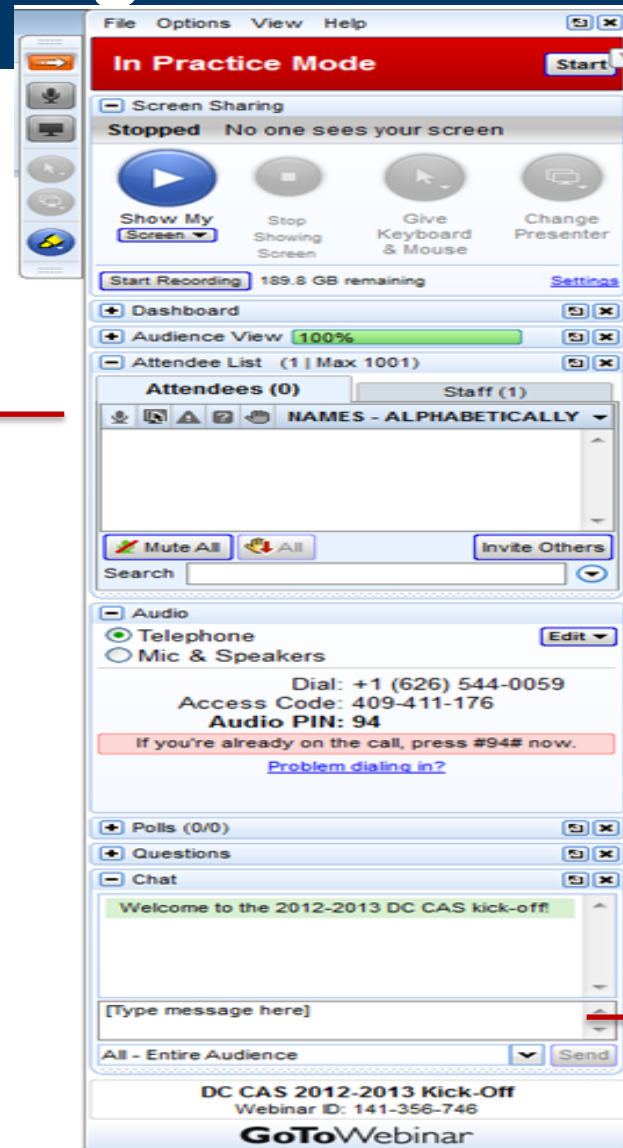
Office of the State Superintendent of Education

ESEA Title III:

Annual Measurable Achievement Objectives



Webinar Navigation



Raising a Hand

Typing a Question
or a Comment

Objectives

In this session, we will:

- **provide and overview of Title III**
- **provide an overview of AMAOs;**
- **review previous targets;**
- **discuss proposed new targets; and**
- **identify the next steps.**

What is Title III?



Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act) of the No Child Left Behind Act of 2001 provides federal financial support to state and local educational agencies for language instruction of:

- Limited English Proficient Students (LEP) or English Language Learners (ELL)
- Immigrant Students

What are the major goals of Title III?

To help ensure that limited English proficient (LEP) children

- Attain English proficiency
- Develop high levels of academic competence in English
- Meet the same challenging State academic content and academic achievement standards

Who is accountable for meeting these goals?



Title III holds

- **States**
- **Local Education Agencies (LEA), and**
- **Individual Schools**

accountable for meeting these goals.

What are the accountability requirements for SEAs under Title III?



SEAs, such as OSSE, which receives Title III funds, are required to:

1. Establish English language proficiency standards.
2. Develop and implement an English language proficiency assessment.
3. Define annual achievement objectives for increasing and measuring the level of LEP children's development and attainment of English proficiency.
4. Hold LEAs/sub-grantees accountable for meeting annual measurable achievement objectives.

What are the accountability requirements for LEAs/Sub-grantees under Title III?



- Must assess, on an annual basis the progress of LEA children enrolled in Title III language instructional programs in attaining English proficiency in the five domains: speaking, listening, reading, writing, and comprehension.
- Accountable for meeting annual measurable achievement objectives.
- Report on the progress made by LEP students in meeting the State academic and content and achievement standards for each of the two years after these students no longer receive services under Title III.

What is AMAO?

AMAO is an Elementary and Secondary Education Act (ESEA) requirement under the English Language Acquisition, Language Enhancement, and Academic Achievement Act (**Title III, Part A**).

- Accountability measures for LEA that are Title III, Part A grant recipients
- Establishes the English language proficiency (ELP) standards
- Measures the ELP of English Language Learners (ELL)

What are AMAOs?

Annual Measurable Achievement Objectives

AMAO 1: Progress

Set target for annual increases in percentage of students making progress in learning English

Criteria for the District of Columbia: .6 levels of growth

AMAO 2: Proficiency

Set target for annual increases in percentage of students attaining English language proficiency

Criteria for the District of Columbia: ELP score of 5.0 on ACCESS for ELLs®

AMAO 3: AMO

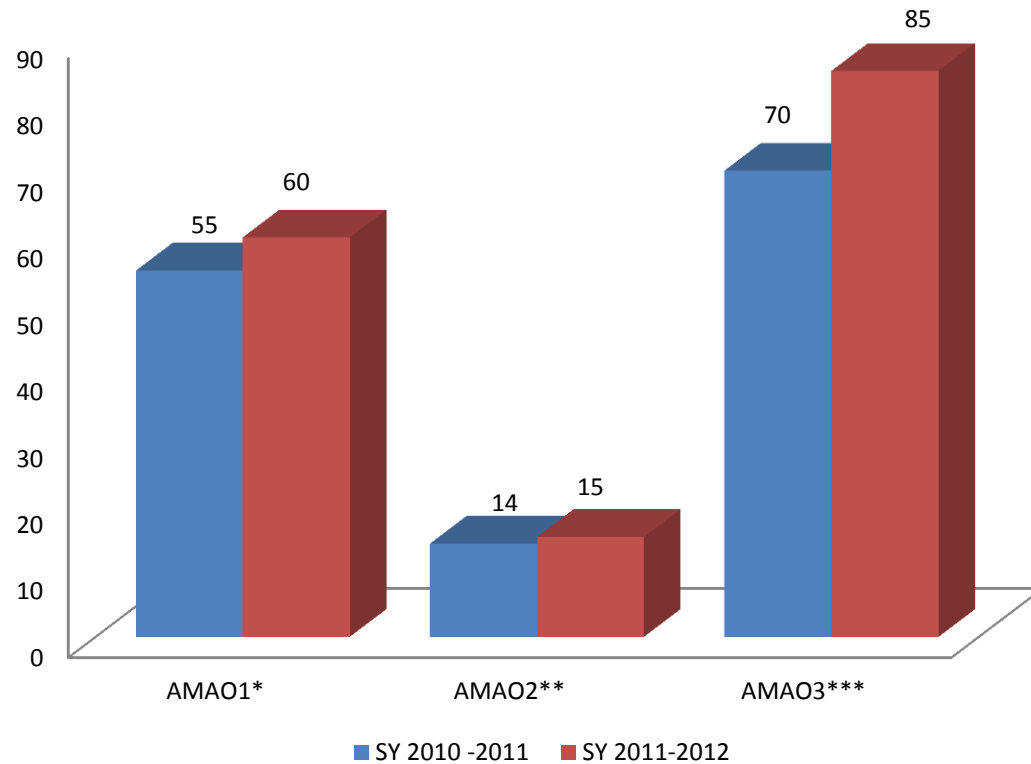
Set target for Annual Measurable Objective (AMO) per DC ESEA Flexibility Waiver

**Title III sub-grantee must meet all three criteria to meet AMAO.*

[section 3122 .a]

Previous AMAOs

Percentage



*AMAO1 is based on 0.6 level of progress

**AMAO2 is based on ELP attainment (ELP of 5.0 on ACCESS)

***AMAO3 is based on AYP

AMAO 1 Determination Process

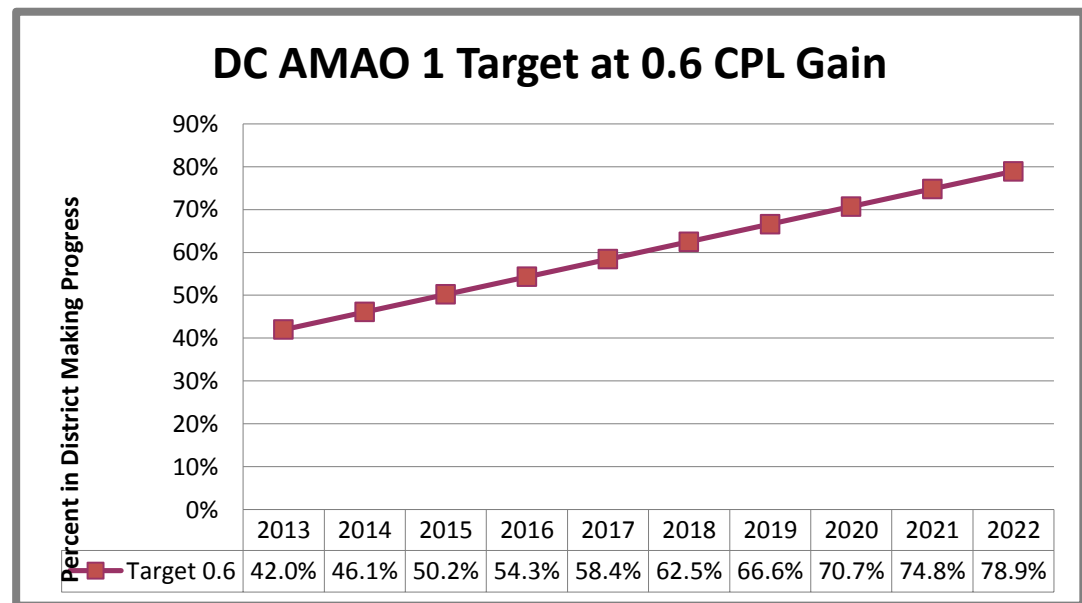
Five decisions must be made to establish AMAO 1 criteria:

1. Determine scoring metric to be used to measure growth;
2. Determine annual growth target;
3. Set the starting point for AMAO 1 targets;
4. Set the ending point for AMAO 1 targets; and
5. Determine annual rate of growth.

DC AMAO 1 CPL GAIN	
Percentiles	Percentage
20th%	42%
25th%	45%
50th%	62%
60th%	63%
75th%	79%
90th%	81%

Starting
Point

Ending
Point



AMAO 1 Determination Process

	2012-13	2013-14	2014-15	2015-16	2016-17
Performance Data	42	46	50	54	58
Proposed	42	46	50	54	58

Rationale

AMAO 1 Progress (.6 levels of growth) will remain the same; percentage of students required to meet the target would decrease.

AMAO 2 Determination Process

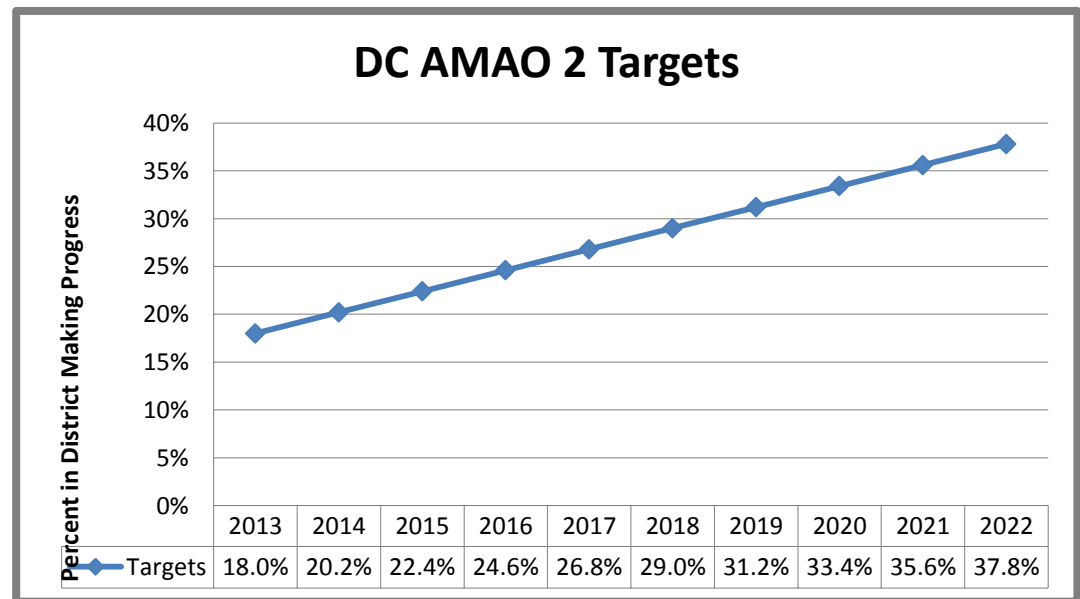
Five decisions must be made to establish AMAO 2 criteria:

1. Define the English proficient level;
2. Determine the cohort of ELLs for analysis;
3. Set the starting point for AMAO 2 targets;
4. Set the ending point for AMAO 2 targets; and
5. Determine the rate of annual growth.

DC AMAO 2 (5.0 CPL)	
Percentiles	Percentage
20th%	18%
25th%	20%
50th%	29%
60th%	33%
75th%	38%
90th%	55%

Starting
Point

Ending
Point



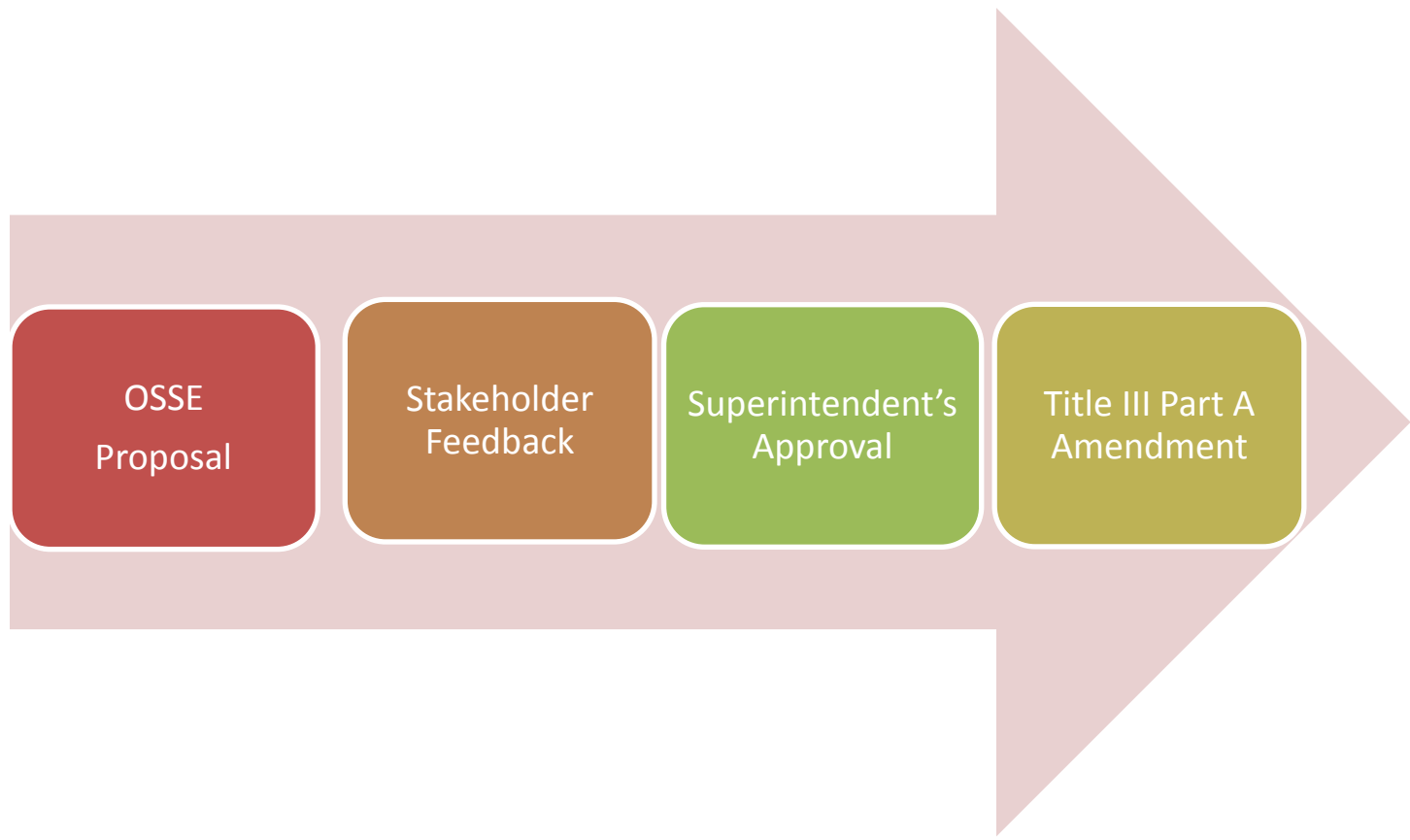
AMAO 2 Determination Process

	2012-13	2013-14	2014-15	2015-16	2016-17
Performance Data	18	20	22	25	27
Proposed	20	21	22	23	24

Rationale

LEAs in D.C. have exceeded AMAO 2 targets(exit criteria of 5.0 ELP level on ACCESS for ELLs). OSSE proposes to set the starting point for AMAO 2 at 20.0% and increase by 1% each year. In 2015 the CPL Analysis and Proposed targets will match. OSSE will then reevaluate the rate of increase for AMAO 2.

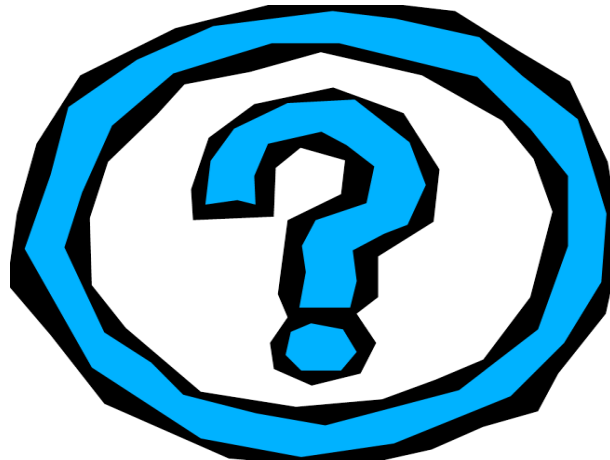
Approval Process





Office of the State Superintendent of Education

Questions and Feedback





Thank you!